

GOOD NEWS, BAD NEWS, WHO CARES?

KEY ECONOMIC CONCEPTS

- Economic Choices
- Opportunity Costs
- Decision Making



LESSON DESCRIPTION

Using contemporary news, students will evaluate economic consequences of political, social, or environmental events by debating the impact of events on them, both as individuals and as a society. Development of reading comprehension skills will be a major focus of the lesson, as students will be required to identify the basic components of all news articles.

TIME RECOMMENDATION

One 50 minute class period

RESOURCES NEEDED

Class set of newspapers, minimum one newspaper per pair of students
"Who Cares" Survey (attached)
"Who Cares" Student Response form, one per pair of students

PROCEDURE

1. The teacher should identify five to six headlines from recent state, national and world events. Ask students to individually respond to each headline, indicating if the news might have positive or negative consequences to them personally. Students should indicate their responses in the appropriate space on the "Who Cares" Survey form and be prepared to justify their responses with the class.
2. Hand out copies of newspapers to each pair of students, asking pairs to identify three headlines which deal with economic forces at work in their community, their state, the nation, or the world. Jot the headline in the appropriate space on the "Who Cares" student response form.

3. Pairs should conduct a brief discussion to determine whether they believe the details of the news article will reveal that the event will have positive or negative consequences (“good news?” “bad news” or “who cares.”)
4. Inform students that most well-written news articles will state the basic facts and details of any event in the first few paragraphs. Ask students to take time to read the first two paragraphs of two selected articles and identify the “five w’s” of all news articles (who, what, where, when, and why.) Ask students to note these details on the “Who Cares” response chart
5. Following an investigation of the stories, ask each pair to re-evaluate their initial responses. Have they changed their minds?
6. After reading about the details of each event, ask student pairs to select one story to share with the class. The teacher might opt to read the story aloud, as students follow along.
7. Include the entire class in a “human continuum.” Ask students to stand at opposite sides of the classroom; those who believe the event is “good news” will stand at one end, those who believe the event is “bad news” will stand at the opposite side, those that respond as “who cares” will stand in the middle.
8. Allow time for students to debate and try to convince the other side (and “who cares” group) to change their opinions.

EXTENSION AND ENRICHMENT

Broaden the scope of the “headline” search, asking students to identify news events that fall into categories of “political news,” “social/cultural” news, or “environmental news.” Explain to students that such events, although categorized in a different way, all have economic consequences impacting them personally.

(Note: This lesson was developed as part of a workshop co-sponsored by the Oklahoma Council on Economic Education and *The Oklahoman*'s Newspaper in Education Program. This program was made possible by the National Council on Economic Education through funding from the United States Department of Education Office of Innovation and Improvement.)

Good News, Bad News, Who Cares?

Good News	Bad News	Who Cares	Headline:	News Details:	Good News	Bad News	Who Cares
				Who- What- Where- When- Why-			
				Who- What- Where- When- Why-			
				Who- What- Where- When- Why-			